**K-5 ELA Lesson Plan**

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| **Teacher: Jamieson, Bland, Galvin, Johnson, Foster, Watkins** | | **Grade:2nd** | | | **Date(s)**: Day 1 and 2 |
| **Unit Title: A Story to Share**  **Lesson Title: Sharing Our Stories** | | | **Corresponding Unit Task: Task 1 and 3** | | |
| **Essential Question(s):**   1. **How does asking and answering questions help me to understand key ideas and details while I read?** 2. **How do characters develop throughout a story?** 3. **How do illustrations and words in a text help readers comprehend what they read?** 4. **How do good writers share their opinion with readers?** 5. **How do good writers tell the story of someone else’s life?** 6. **How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Story Map Anchor Map**  **Introduction Map**  **Introduction Checklist**  **Sentence Frames for Knowledge and Compare and**  **Contrast**  **Venn Diagram**  **Book: *Iris and Walter***  **3-2-1 worksheet**  **Vocabulary Placemat Worksheet**  **Frayer vocabulary model** | | | | **challenge event audience investigate**  **compare and contrast**  **Lesson Vocabulary*: Iris and Walter***  country beautiful friend front someone  somewhere | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards: RL 2.10, 2.1, 2.3**  **I Can Statement(s): 2.10 I can comprehend what I read.**  **2.1 I can answer who, what, where, when, why and how questions to demonstrate understanding of key details in a text.**  **2.3 I can describe how characters in a story respond to challenges.**  **Instructional Plan:**  **Discuss friendship and Read story of *Iris and Walter***  **Teacher have students help complete Character and Setting, events and challenge part of Story Map** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W 2.8**  **I Can Statement(s): I can gather information from other sources to answer a**  **question.**  **Instructional Plan:**  **Complete interview worksheet**  **Complete Venn Diagram comparing and contrasting Iris and Walter** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Word Study**  **Standards: L 2.6**  **I Can Statement(s): I can use words I learned while responding to text.**  **Instructional Plan:**   * **Complete picture sort to activate prior knowledge before reading story**     **Introduce and discuss new vocabulary:**  **Before story- rural urban investigate challenge event**  **compare and contrast**  **For interview- audience interview** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL 2.1, 2.4,**  **I Can Statement(s): 2.1 A. I can follow rules for discussion.**  **B. I can link the things I say to what others have said.**  **C. I can ask for further discussion if needed.**    **Instructional Plan:**  **Interview and introduce classmate.** | | | | |
| **Closing/Summarizing Strategy** | **Daily review of I can statements**  **Completion of 3-2-1 Review Activity**  **Play 4 Corners Game** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Partner work to assist students with interview question map.** | | | **Vocabulary cards and Interview Map will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Introduction Checklist**  **Beginning of the year Language Arts assessments: Dibels, Spelling Inventory** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**Day 1:**

1. Discuss friendships and introduce vocabulary for Reading Story: *Iris and Walter*
2. Read Story
3. Complete Story Map for *Iris and Walter*
4. Have students help develop interview questions utilizing Knowledge Sentence frames
5. Model interview of student using Interview Plan format
6. Have students interview peer and fill out interview questions

**Day 2:**

1. Revisit story and complete story map.
2. Introduce Rubric/checklist for Introduction- Teacher model introduction of person interviewed
3. Introduce making connections for introduction game using Compare and Contrast sentence frame
4. Use Frayer Model to develop vocabulary with partner.
5. Present interviews to class.
6. Connect the dots: Have students complete 3-2-1 Worksheet

*Interview questions:*

1. When and where were you born?
2. Can you tell me about your family?
3. What do you like to do when you are not in school?
4. What are your favorite things?
5. What are your goals?